

INDEX FOR VOLUME 81

526

Index to Volume 81

Title Index

- 2003 Notable Children's Books in the Language Arts* (Reading Corner for Children). Notable Children's Books Committee: Kathleen Armstrong, Linda Pavonetti, Junko Yakota, Terrell Young, Barbara Lehman, & Richard Kerper. March, pp. 336-342.
- The 2003 Orbis Pictus Award Winner and Other Recommended Nonfiction Books* (Reading Corner for Children). Carolyn Lott, Christine Duthie, Nancy Hadaway, Julie M. Jensen, Deborah L. Thompson, James Valle, Sandip LeeAnn Wilson, & Carol Avery. November, pp. 158-163.
- Animals as People in Children's Literature*. Carolyn L. Burke & Joby G. Copenhaver. January, pp. 205-213.
- Art and Literacy with Bilingual Children*. Chris Liska Carger. March, pp. 283-292.
- Bringing the Outside In: One Teacher's Ride on The Anime Highway*. Donna Mahar. November, pp. 110-117.
- Building Your Collection: New Books Worth a Look* (Reading Corner for Children). Lester L. Laminack, Barbara H. Bell, Patricia Bricker, Reba Wadsworth, & Kirstin Morgan. July, pp. 514-519.
- Celebrating Ashley Bryan* (Profile). Darwin Henderson. May, pp. 436-439.
- Children's Book Publishing in Neoliberal Times*. Daniel Hade & Jacqueline Edmondson. November, pp. 135-143.
- Children's Everyday Literacies: Intersections of Popular Culture and Language Arts Instruction*. Donna E. Alvermann & Shelley Hong Xu. November, pp. 145-154.
- Codeswitching: Tools of Language and Culture Transform the Dialectally Diverse Classroom*. Rebecca S. Wheeler & Rachel Swords. July, pp. 470-480.
- Creating Space for Talk and Dialogue* (Reading Corner for Educators). Zhihui Fang, Danling Fu, Linda Leonard Lamme, & Richard Cariveau. March, pp. 334-335.
- Cuéntame un cuento [Tell Me a Story]: Bridging Family Literacy Traditions with School Literacy*. Mari Riojas-Cortez, Belinda Bustos Flores, Howard L. Smith, & Ellen Riojas Clark. September, pp. 62-71.
- Deep Ethnography: Culture at the Core of Curriculum*. Anne Pryor. May, pp. 396-405.
- Drama Wor(l)ds: Explorations of Latina/o Realistic Fiction*. Carmen L. Medina. March, pp. 272-282.
- E-mail as Genre: A Beginning Writer Learns the Conventions*. Julie E. Wollman-Bonilla. November, pp. 126-134.
- Encouraging Doubt and Dialogue: Documentation as a Tool for Critique*. Maggie Donovan & Cheryl J. Sutter. May, pp. 377-384.
- Engaging Student Researchers and Teacher Researchers in the Process of Data Analysis*. Sherri Phillips Merritt. May, pp. 406-416.
- The Ethnography Book*. Carolyn Frank, MaryEileen Arroyo, & Robert E. Land. May, pp. 368-376.
- Exploring the African American Oral Tradition: Instructional Implications for Literacy Learning*. Columbus M. Grace. July, pp. 481-490.
- Exploring the Possibilities of Genre* (Reading Corner for Educators). Linda Lamme, Zhihui Fang, Carrie Geiger, & Danling Fu. January, pp. 246-247.
- Figuring Out Mystery: Young Children's Constructions of Genre Knowledge*. Jenesse Wells Evertson. July, pp. 491-501.
- A Generation in Cyberspace: Engaging Readers through Online Discussions*. Kathleen M. Carico & Donna Logan. March, pp. 293-302.
- Great New Books Worth a Look!* (Reading Corner for Children). Lester L. Laminack & Barbara H. Bell. September, pp. 74-79.
- An Interview with Bernice E. Cullinan, Outstanding Educator in the Language Arts* (Profile). Dorothy S. Strickland & Lee Galda. November, pp. 164-170.
- Jacqueline Woodson: Real Characters, Real Voices* (Profile). Rose Casement. September, pp. 80-83.
- Leveled: Fiction That Could One Day Be True*. Brenda Miller Power. September, pp. 23-27.
- Literacy and the Aesthetic Experience: Engaging Children with the Visual Arts in the Teaching of Writing*. Mary Ehrenworth. September, pp. 43-51.
- Literacy Education for a New Ethics of Global Community*. Allan Luke. September, pp. 20-22.
- Literacy Matters*. Donald Macedo. September, pp. 12-13.
- Living Poverty and Literacy Learning: Sanctioning Topics of Students' Lives*. Stephanie Jones. July, pp. 461-469.
- "Look, Sarah, These Are Words!"* Karen Gallas. September, pp. 16-17.
- Looking Closely, Seeking New Perspectives, and Broadening Our Understandings* (Reading Corner for Children). Lester L. Laminack & Barbara H. Bell. May, pp. 430-435.
- Morphing Literacy: Boys Reshaping Their School-Based Literacy Practices*. Heather A. Blair & Kathy Sanford. July, pp. 452-460.
- Multigenre Research: The Power of Choice and Interpretation*. Camille A. Allen & Laurie Swistak. January, pp. 223-232.
- Nancy Martin and James Britton: The Language Work of Democratic Learning* (Profile). Gordon M. Pradl. July, pp. 520-525.
- "Oh, that's just folklore": Valuing the Ordinary as an Extraordinary Teaching Tool*. Paddy B. Bowman. May, pp. 385-395.
- One Teacher's Journey: Transitioning into Literature Discussion Groups*. Beth Maloch. March, pp. 312-322.
- Out there with the Kids: Why Bother?* Esther Sokolov Fine with Kenneth Slater. September, pp. 34-42.
- Passionless Text and Phonics First: Through a Child's Eyes*. Susi Long. May, pp. 417-426.
- The Place of Media and Popular Culture in Literacy Instruction* (Reading Corner for Educators). Danling Fu, Linda Leonard Lamme, & Zhihui Fang. November, pp. 156-157.
- The Poem*. Karin Johnson. January, p. 195.
- A Poem is a House for Words: NCTE Profiles Mary Ann Hoberman* (Profile). Shirley B. Ernst & Amy A. McClure. January, pp. 254-259.
- Popular Literacies and the "All" Children: Rethinking Literacy Development for Contemporary Childhoods*. Anne Haas Dyson. November, pp. 100-109.
- The Postmodern Picture Book: A New Subgenre*. Bette P. Goldstone. January, pp. 196-204.

INDEX FOR VOLUME 81

526

Index to Volume 81

Title Index

- 2003 Notable Children's Books in the Language Arts* (Reading Corner for Children). Notable Children's Books Committee: Kathleen Armstrong, Linda Pavonetti, Junko Yakota, Terrell Young, Barbara Lehman, & Richard Kerper. March, pp. 336-342.
- The 2003 Orbis Pictus Award Winner and Other Recommended Nonfiction Books* (Reading Corner for Children). Carolyn Lott, Christine Duthie, Nancy Hadaway, Julie M. Jensen, Deborah L. Thompson, James Valle, Sandip LeeAnn Wilson, & Carol Avery. November, pp. 158-163.
- Animals as People in Children's Literature*. Carolyn L. Burke & Joby G. Copenhaver. January, pp. 205-213.
- Art and Literacy with Bilingual Children*. Chris Liska Carger. March, pp. 283-292.
- Bringing the Outside In: One Teacher's Ride on The Anime Highway*. Donna Mahar. November, pp. 110-117.
- Building Your Collection: New Books Worth a Look* (Reading Corner for Children). Lester L. Laminack, Barbara H. Bell, Patricia Bricker, Reba Wadsworth, & Kirstin Morgan. July, pp. 514-519.
- Celebrating Ashley Bryan* (Profile). Darwin Henderson. May, pp. 436-439.
- Children's Book Publishing in Neoliberal Times*. Daniel Hade & Jacqueline Edmondson. November, pp. 135-143.
- Children's Everyday Literacies: Intersections of Popular Culture and Language Arts Instruction*. Donna E. Alvermann & Shelley Hong Xu. November, pp. 145-154.
- Codeswitching: Tools of Language and Culture Transform the Dialectally Diverse Classroom*. Rebecca S. Wheeler & Rachel Swords. July, pp. 470-480.
- Creating Space for Talk and Dialogue* (Reading Corner for Educators). Zhihui Fang, Danling Fu, Linda Leonard Lamme, & Richard Cariveau. March, pp. 334-335.
- Cuéntame un cuento [Tell Me a Story]: Bridging Family Literacy Traditions with School Literacy*. Mari Riojas-Cortez, Belinda Bustos Flores, Howard L. Smith, & Ellen Riojas Clark. September, pp. 62-71.
- Deep Ethnography: Culture at the Core of Curriculum*. Anne Pryor. May, pp. 396-405.
- Drama Wor(l)ds: Explorations of Latina/o Realistic Fiction*. Carmen L. Medina. March, pp. 272-282.
- E-mail as Genre: A Beginning Writer Learns the Conventions*. Julie E. Wollman-Bonilla. November, pp. 126-134.
- Encouraging Doubt and Dialogue: Documentation as a Tool for Critique*. Maggie Donovan & Cheryl J. Sutter. May, pp. 377-384.
- Engaging Student Researchers and Teacher Researchers in the Process of Data Analysis*. Sherri Phillips Merritt. May, pp. 406-416.
- The Ethnography Book*. Carolyn Frank, MaryEileen Arroyo, & Robert E. Land. May, pp. 368-376.
- Exploring the African American Oral Tradition: Instructional Implications for Literacy Learning*. Columbus M. Grace. July, pp. 481-490.
- Exploring the Possibilities of Genre* (Reading Corner for Educators). Linda Lamme, Zhihui Fang, Carrie Geiger, & Danling Fu. January, pp. 246-247.
- Figuring Out Mystery: Young Children's Constructions of Genre Knowledge*. Jenesse Wells Evertson. July, pp. 491-501.
- A Generation in Cyberspace: Engaging Readers through Online Discussions*. Kathleen M. Carico & Donna Logan. March, pp. 293-302.
- Great New Books Worth a Look!* (Reading Corner for Children). Lester L. Laminack & Barbara H. Bell. September, pp. 74-79.
- An Interview with Bernice E. Cullinan, Outstanding Educator in the Language Arts* (Profile). Dorothy S. Strickland & Lee Galda. November, pp. 164-170.
- Jacqueline Woodson: Real Characters, Real Voices* (Profile). Rose Casement. September, pp. 80-83.
- Leveled: Fiction That Could One Day Be True*. Brenda Miller Power. September, pp. 23-27.
- Literacy and the Aesthetic Experience: Engaging Children with the Visual Arts in the Teaching of Writing*. Mary Ehrenworth. September, pp. 43-51.
- Literacy Education for a New Ethics of Global Community*. Allan Luke. September, pp. 20-22.
- Literacy Matters*. Donald Macedo. September, pp. 12-13.
- Living Poverty and Literacy Learning: Sanctioning Topics of Students' Lives*. Stephanie Jones. July, pp. 461-469.
- "Look, Sarah, These Are Words!"* Karen Gallas. September, pp. 16-17.
- Looking Closely, Seeking New Perspectives, and Broadening Our Understandings* (Reading Corner for Children). Lester L. Laminack & Barbara H. Bell. May, pp. 430-435.
- Morphing Literacy: Boys Reshaping Their School-Based Literacy Practices*. Heather A. Blair & Kathy Sanford. July, pp. 452-460.
- Multigenre Research: The Power of Choice and Interpretation*. Camille A. Allen & Laurie Swistak. January, pp. 223-232.
- Nancy Martin and James Britton: The Language Work of Democratic Learning* (Profile). Gordon M. Pradl. July, pp. 520-525.
- "Oh, that's just folklore": Valuing the Ordinary as an Extraordinary Teaching Tool*. Paddy B. Bowman. May, pp. 385-395.
- One Teacher's Journey: Transitioning into Literature Discussion Groups*. Beth Maloch. March, pp. 312-322.
- Out there with the Kids: Why Bother?* Esther Sokolov Fine with Kenneth Slater. September, pp. 34-42.
- Passionless Text and Phonics First: Through a Child's Eyes*. Susi Long. May, pp. 417-426.
- The Place of Media and Popular Culture in Literacy Instruction* (Reading Corner for Educators). Danling Fu, Linda Leonard Lamme, & Zhihui Fang. November, pp. 156-157.
- The Poem*. Karin Johnson. January, p. 195.
- A Poem is a House for Words: NCTE Profiles Mary Ann Hoberman* (Profile). Shirley B. Ernst & Amy A. McClure. January, pp. 254-259.
- Popular Literacies and the "All" Children: Rethinking Literacy Development for Contemporary Childhoods*. Anne Haas Dyson. November, pp. 100-109.
- The Postmodern Picture Book: A New Subgenre*. Bette P. Goldstone. January, pp. 196-204.

- Principled Teaching to(wards) the Test?: Persuasive Writing in Two Classrooms.* Julie E. Wollman-Bonilla. July, pp. 502-511.
- Privilege, Privation, and the Ethnography of Literacy.* Perry Gilmore. September, pp. 10-11.
- The Puzzling Child: Challenging Assumptions about Participation and Meaning in Talking Science.* Cynthia Ballenger. March, pp. 303-311.
- Reading First: Cautions and Recommendations.* Joanne Yatvin, Constance Weaver, & Elaine Garan. September, pp. 28-33.
- "Riddle Me This, Riddle Me That": Genre as Counterscript and the Multiple Spaces of Dialogue.* Susan Jane Britsch. January, pp. 214-222.
- The Role of Genre in a Text: Reading Through the Waterworks.* Alan D. Flurkey & Yetta M. Goodman. January, pp. 233-244.
- The Role of Professional Knowledge in Reading Reform.* P. David Pearson. September, pp. 14-15.
- Stepping into the Wardrobe: A Fantasy Genre Study.* Maria Colleen Cruz & Kate B. Pollock. January, pp. 184-195.
- Stretching the Boundaries and Blurring the Lines of Genre* (Reading Corner for Children). Lester L. Laminack & Barbara H. Bell. January, pp. 248-253.
- Suggestions for Further Reading on Genre Explorations.* Marjorie Hancock & Richard Beach. January, p. 245.
- Suggestions for Further Reading on Popular Culture and Media Literacy.* Carmen Luke. November, p. 155.
- Suggestions for Further Reading on What Matters about Literacy.* Richard L. Allington. September, p. 84.
- Suggestions for Further Reading: Students and Teachers as Ethnographers.* Santa Barbara Classroom Discourse Group: Beth

Author Index

- Allen, Camille A. & Laurie Swistak. *Multigenre Research: The Power of Choice and Interpretation.* January, pp. 223-232.
- Allington, Richard L. *Suggestions for Further Reading on What Matters about Literacy.* September, p. 84.
- Alvermann, Donna E. & Shelley Hong Xu. *Children's Everyday Literacies: Intersections of Popular Culture and Language Arts Instruction.* November, pp. 145-154.
- Armstrong, Kathleen. (See Notable Children's Books Committee, March.)
- Arroyo, MaryEileen. (See Frank et al., May)
- Avery, Carol. (See Lott et al., November.)
- Ballenger, Cynthia. *The Puzzling Child: Challenging Assumptions about Participation and Meaning in Talking Science.* March, pp. 303-311.
- Banks, James A. *Teaching Literacy for Social Justice and Global Citizenship.* September, pp. 18-19.
- Beach, Richard. (See Hancock & Beach.)
- Bell, Barbara H. (See Laminack & Bell, May.)
- Bell, Barbara H. (See Laminack & Bell, September.)
- Bell, Barbara H. (See Laminack et al., July.)
- Bell, Barbara H. (See Laminack & Bell, January.)
- Blair, Heather A. & Kathy Sanford. *Morphing Literacy: Boys Reshaping Their School-Based Literacy Practices.* July, pp. 452-460.
- Bowman, Paddy B. *"Oh, that's just folklore": Valuing the Ordinary as an Extraordinary Teaching Tool.* May, pp. 385-395.
- Bricker, Patricia. (See Laminack et al., July.)
- Britsch, Susan Jane. *"Riddle Me This, Riddle Me That": Genre as Counterscript and the Multiple Spaces of Dialogue.* January, pp. 214-222.
- Burke, Carolyn L. & Joby G. Copenhaver. *Animals as People in Children's Literature.* January, pp. 205-213.
- Yeager, Ralph Cordova, Sabrina Tuyay, Judith Green, Carol Dixon, & Carolyn Frank. May, p. 427.
- Suggestions for Further Reading on Talk and Dialogue.* Carol Gilles & Kathryn Mitchell Pierce. March, p. 343.
- Teaching Literacy for Social Justice and Global Citizenship.* James A. Banks. September, pp. 18-19.
- Thoughts from the Editors.* Kathy Short, Jean Schroeder, Gloria Kauffman, & Sandy Kaser. September, p. 7; November, p. 99; January, p. 183; March, p. 271; May, p. 367; July, p. 451.
- Using Ethnographic Tools to Inform Our Teaching* (Reading Corner for Educators). Danling Fu, Linda Leonard Lamme, Zhihui Fang, & Donna Sabis-Burns. May, pp. 428-429.
- We've Got to Talk: Redefining Our Work with Families.* Charlene Klassen-Endrizzi. March, pp. 323-333.
- What Does It Mean To Be Truly Literate?* Katherine Paterson. September, pp. 8-9.
- What Lies beneath the Surface in Literacy Education* (Reading Corner for Educators). Linda Leonard Lamme, Danling Fu, Zhihui Fang, & Courtney C. Zmach. July, pp. 512-513.
- What Matters in Literacy and Literacy Instruction?* (Reading Corner for Educators). Zhihui Fang, Danling Fu, & Linda Leonard Lamme. September, pp. 72-73.
- What Pokémon Can Teach Us about Learning and Literacy.* Vivian Vasquez. November, pp. 118-125.
- Worlds beneath the Words: Writing Workshop with Second Language Learners.* Ruth Shagoury Hubbard with Virginia Shorey. September, pp. 52-61.
- Yetta Goodman, Maxine Greene, Louise Rosenblatt, and Margaret Meek Spence: *Language, Literacy, and Politics* (Profile). Denny Taylor. March, pp. 344-351.
- Carger, Chris Liska. *Art and Literacy with Bilingual Children.* March, pp. 283-292.
- Carico, Kathleen M. & Donna Logan. *A Generation in Cyberspace: Engaging Readers through Online Discussions.* March, pp. 293-302.
- Carriveau, Richard. (See Fang et al., March.)
- Casement, Rose. *Jacqueline Woodson: Real Characters, Real Voices* (Profile). September, pp. 80-83.
- Clark, Ellen Riojas. (See Riojas-Cortez et al., September.)
- Copenhaver, Joby G. (See Burke & Copenhaver, January.)
- Cordova, Ralph. (See Santa Barbara Classroom Discourse Group, May.)
- Cruz, Maria Colleen & Kate B. Pollock. *Stepping into the Wardrobe: A Fantasy Genre Study.* January, pp. 184-195.
- Dixon, Carol. (See Santa Barbara Classroom Discourse Group, May.)
- Donovan, Maggie & Cheryl J. Sutter. *Encouraging Doubt and Dialogue: Documentation as a Tool for Critique.* May, pp. 377-384.
- Duthie, Christine. (See Lott et al., November.)
- Dyson, Anne Haas. *Popular Literacies and the "All" Children: Rethinking Literacy Development for Contemporary Childhoods.* November, pp. 100-109.
- Edmondson, Jacqueline. (See Hade & Edmondson, November.)
- Ehrenworth, Mary. *Literacy and the Aesthetic Experience: Engaging Children with the Visual Arts in the Teaching of Writing.* September, pp. 43-51.
- Ernst, Shirley B. & Amy A. McClure. *A Poem is a House for Words: NCTE Profiles Mary Ann Hoberman* (Profile). January, pp. 254-259.
- Evertson, Jenesse Wells. *Figuring Out Mystery: Young Children's Constructions of Genre Knowledge.* July, pp. 491-501.

- Fang, Zhihui, Danling Fu, & Linda Leonard Lamme. *What Matters in Literacy and Literacy Instruction?* (Reading Corner for Educators). September, pp. 72-73.
- Fang, Zhihui, Danling Fu, Linda Leonard Lamme, & Richard Cariveau. *Creating Space for Talk and Dialogue* (Reading Corner for Educators). March, pp. 334-335.
- Fang, Zhihui. (See Fu et al., May.)
- Fang, Zhihui. (See Fu et al., November.)
- Fang, Zhihui. (See Lamme et al., January.)
- Fang, Zhihui. (See Lamme et al., July.)
- Fine, Esther Sokolov with Kenneth Slater. *Out there with the Kids: Why Bother?* September, pp. 34-42.
- Flores, Belinda Bustos. (See Riojas-Cortez et al., September.)
- Flurkey, Alan D. & Yetta M. Goodman. *The Role of Genre in a Text: Reading Through the Waterworks*. January, pp. 233-244.
- Frank, Carolyn, MaryEileen Arroyo, & Robert E. Land. *The Ethnography Book*. May, pp. 368-376.
- Frank, Carolyn. (See Santa Barbara Classroom Discourse Group, May.)
- Fu, Danling, Linda Leonard Lamme, & Zhihui Fang. *The Place of Media and Popular Culture in Literacy Instruction* (Reading Corner for Educators). November, pp. 156-157.
- Fu, Danling, Linda Leonard Lamme, Zhihui Fang, & Donna Sabis-Burns. *Using Ethnographic Tools to Inform Our Teaching* (Reading Corner for Educators). May, pp. 428-429.
- Fu, Danling. (See Fang et al., March.)
- Fu, Danling. (See Fang et al., September.)
- Fu, Danling. (See Lamme et al., January.)
- Fu, Danling. (See Lamme et al., July.)
- Galda, Lee. (See Strickland & Galda, November.)
- Gallas, Karen. "Look, Sarah, These Are Words!" September, pp. 16-17.
- Garan, Elaine. (See Yatvin et al., September.)
- Geiger, Carrie. (See Lamme et al., January.)
- Gilles, Carol & Kathryn Mitchell Pierce. *Suggestions for Further Reading on Talk and Dialogue*. March, p. 343.
- Gilmore, Perry. *Privilege, Privation, and the Ethnography of Literacy*. September, pp. 10-11.
- Goldstone, Bette P. *The Postmodern Picture Book: A New Sub-genre*. January, pp. 196-204.
- Goodman, Yetta. (See Flurkey & Goodman, January.)
- Grace, Columbus M. *Exploring the African American Oral Tradition: Instructional Implications for Literacy Learning*. July, pp. 481-490.
- Green, Judith. (See Santa Barbara Classroom Discourse Group, May.)
- Hadaway, Nancy. (See Lott et al., November.)
- Hade, Daniel & Jacqueline Edmondson. *Children's Book Publishing in Neoliberal Times*. November, pp. 135-143.
- Hancock, Marjorie & Richard Beach. *Suggestions for Further Reading on Genre Explorations*. January, p. 245.
- Henderson, Darwin. *Celebrating Ashley Bryan* (Profile). May, pp. 436-439.
- Hubbard, Ruth Shagoury with Virginia Shorey. *Worlds Beneath the Words: Writing Workshop with Second Language Learners*. September, pp. 52-61.
- Jensen, Julie M. (See Lott et al., November.)
- Johnson, Karin. *The Poem*. January, p. 195.
- Jones, Stephanie. *Living Poverty and Literacy Learning: Sanctioning Topics of Students' Lives*. July, pp. 461-469.
- Kerper, Richard. (See Notable Children's Books Committee, March.)
- Klassen-Endrizzi, Charlene. *We've Got to Talk: Redefining Our Work with Families*. March, pp. 323-333.
- Laminack, Lester L. & Barbara H. Bell. *Great New Books Worth a Look!* (Reading Corner for Children). September, pp. 74-79.
- Laminack, Lester L. & Barbara H. Bell. *Looking Closely, Seeking New Perspectives, and Broadening Our Understandings* (Reading Corner for Children). May, pp. 430-435.
- Laminack, Lester L. & Barbara H. Bell. *Stretching the Boundaries and Blurring the Lines of Genre* (Reading Corner for Children). January, pp. 248-253.
- Laminack, Lester L., Barbara H. Bell, Patricia Bricker, Reba Wadsworth, & Kirstin Morgan. *Building Your Collection: New Books Worth a Look* (Reading Corner for Children). July, pp. 514-519.
- Lamme, Linda Leonard. (See Fang et al., March.)
- Lamme, Linda Leonard, Danling Fu, Zhihui Fang, & Courtney C. Zmach. *What Lies beneath the Surface in Literacy Education* (Reading Corner for Educators). July, pp. 512-513.
- Lamme, Linda, Zhihui Fang, Carrie Geiger, & Danling Fu. *Exploring the Possibilities of Genre* (Reading Corner for Educators). January, pp. 246-247.
- Lamme, Linda Leonard. (See Fu et al., May.)
- Lamme, Linda Leonard. (See Fang et al., September.)
- Lamme, Linda Leonard. (See Fu et al., November.)
- Land, Robert E. (See Frank et al., May)
- Lehmann, Barbara. (See Notable Children's Books Committee, March.)
- Logan, Donna. (See Carico & Logan, March.)
- Long, Susi. *Passionless Text and Phonics First: Through a Child's Eyes*. May, pp. 417-426.
- Lott, Carolyn, Christine Duthie, Nancy Hadaway, Julie M. Jensen, Deborah L. Thompson, James Valle, Sandip LeeAnn Wilson, & Carol Avery. *The 2003 Orbis Pictus Award Winner and Other Recommended Nonfiction Books* (Reading Corner for Children). November, pp. 158-163.
- Luke, Allan. *Literacy Education for a New Ethics of Global Community*. September, pp. 20-22.
- Luke, Carmen. *Suggestions for Further Reading on Popular Culture and Media Literacy*. November, p. 155.
- Macedo, Donaldo. *Literacy Matters*. September, pp. 12-13.
- Mahar, Donna. *Bringing the Outside In: One Teacher's Ride on The Anime Highway*. November, pp. 110-117.
- Maloch, Beth. *One Teacher's Journey Transitioning into Literature Discussion Groups*. March, pp. 312-322.
- McClure, Amy A. (See Ernst & McClure, January.)
- Medina, Carmen L. *Drama world(s): Explorations of Latina/o Realistic Fiction*. March, pp. 272-282.
- Merritt, Sherri Phillips. *Engaging Student Researchers and Teacher Researchers in the Process of Data Analysis*. May, pp. 406-416.
- Morgan, Kirstin. (See Laminack et al., July.)
- Notable Children's Books Committee: Kathleen Armstrong, Linda Pavonetti, Junko Yakota, Terrell Young, Barbara Lehmann, & Richard Kerper. *2003 Notable Children's Books in the Language Arts* (Reading Corner for Children). March, pp. 336-342.
- Paterson, Katherine. *What Does It Mean To Be Truly Literate?* September, pp. 8-9.
- Pavonetti, Linda. (See Notable Children's Books Committee, March.)
- Pearson, P. David. *The Role of Professional Knowledge in Reading Reform*. September, pp. 14-15.
- Pierce, Kathryn Mitchell. (See Gilles & Pierce, March.)
- Pollock, Kate B. (See Cruz & Pollock, January.)
- Power, Brenda Miller. *Leveled (Fiction That Could One Day Be True)*. September, pp. 23-27.
- Pradl, Gordon M. *Nancy Martin and James Britton: The Language Work of Democratic Learning* (Profile). July, pp. 520-525.
- Pryor, Anne. *Deep Ethnography: Culture at the Core of Curriculum*. May, pp. 396-405.

- Riojas-Cortez, Mari, Belinda Bustos Flores, Howard L. Smith, & Ellen Riojas Clark. *Cuéntame un cuento [Tell Me a Story]: Bridging Family Literacy Traditions with School Literacy*. September, pp. 62-71.
- Sabis-Burns, Donna. (See Fu et al., May.)
- Sanford, Kathy. (See Blair & Sanford, July.)
- Santa Barbara Classroom Discourse Group: Beth Yeager, Ralph Cordova, Sabrina Tuyay, Judith Green, Carol Dixon, & Carolyn Frank. *Suggestions for Further Reading on Students and Teachers as Ethnographers*. May, p. 427.
- Shorey, Virginia. (See Hubbard, September.)
- Slater, Kenneth. (See Fine, September.)
- Smith, Howard L. (See Riojas-Cortez et al., September.)
- Strickland, Dorothy S. & Lee Galda. *An Interview with Bernice E. Cullinan, Outstanding Educator in the Language Arts* (Profile). November, pp. 164-170.
- Sutter, Cheryl. (See Donovan & Sutter, May.)
- Swistak, Laurie. (See Allen & Swistak, January.)
- Swords, Rachel. (See Wheeler & Swords, July.)
- Taylor, Denny. *Yetta Goodman, Maxine Greene, Louise Rosenblatt, and Margaret Meek Spencer: Language, Literacy, and Politics* (Profile). March, pp. 344-351.
- Thompson, Deborah L. (See Lott et al., November.)
- Tuyay, Sabrina. (See Santa Barbara Classroom Discourse Group, May.)
- Valle, James. (See Lott et al., November.)
- Vasquez, Vivian. *What Pokémon Can Teach Us about Learning and Literacy*. November, pp. 118-125.
- Wadsworth, Reba. (See Laminack et al., July.)
- Weaver, Constance. (See Yatvin et al., September.)
- Wheeler, Rebecca S. & Rachel Swords. *Codeswitching: Tools of Language and Culture Transform the Dialectally Diverse Classroom*. July, pp. 470-480.
- Wilson, Sandip LeeAnn. (See Lott et al., November.)
- Wollman-Bonilla, Julie E. *Principled Teaching to(wards) the Test?: Persuasive Writing in Two Classrooms*. July, pp. 502-511.
- Wollman-Bonilla, Julie E. *E-mail as Genre: A Beginning Writer Learns the Conventions*. November, pp. 126-134.
- Xu, Shelley Hong. (See Alvermann & Xu, November.)
- Yakota, Junko. (See Notable Children's Books Committee, March.)
- Yatvin, Joanne, Constance Weaver, & Elaine Garan. *Reading First: Cautions and Recommendations*. September, pp. 28-33.
- Yeager, Beth. (See Santa Barbara Classroom Discourse Group, May.)
- Young, Terrell. (See Notable Children's Books Committee, March.)
- Zmach, Courtney C. (See Lamme et al., July.)

Sidebar Index

- Bowman, Paddy B.
Folklore and Elementary Education Resources. May, p. 389.
- Carpenter, Marilyn.
Books about Growth and Measurement. March, p. 309.
Books that Feature Animals Who Act Like People. January, p. 209.
Books that Incorporate E-mail Messages into the Text. November, p. 133.
Children's Books that Feature African American Dialects. July, p. 478.
Children's Literature on Using Literacy to Make a Difference. September, p. 22.
Children's Literature that Integrates Code Switching. September, p. 59.
Exploring Imaginative Worlds through Fantasy Series. November, p. 151.
Observations about the World. May, p. 395.
- Katz, Laurie, David Fernie, & Rebecca Kantor.
Conducting Interviews with Young Children in Classrooms. July, p. 497.
- Klassen-Endrizzi, Charlene.
Learning Engagements in Family Literacy Evenings. March, p. 329.
- Labbo, Linda D.
Computer-Related Resources for Fostering Online Talk. March, p. 301.
An Exemplary Museum Web Site: ArtsConnected
<http://www.artsconnected.org/>. September, p. 48.
Seeking Synergy between Postmodern Picture Books and Digital Genres. January, p. 202.
Supporting Children's Ethnographic Inquiry with Computers. May, p. 411.
Web Sightings: Pop Culture Sites for Teachers and Kids. November, p. 108.
- Meyer, Richard J.
Censorship: When Fantasy Becomes Nightmare. January, p. 190.
- Children Taking Action outside the Classroom. March, p. 279.
Class-Sensitive Approaches to Literacy. July, p. 467.
Ethnographic Stories of Literacy. May, p. 425.
Identifying Techniques of Persuasion. November, p. 144.
Taking Political Action: But What Can I Do? September, p. 27.
- NCTE.
Award for Excellence in Poetry for Children. January, p. 258.
Santa Barbara Classroom Discourse Group: Sabrina Tuyay, Ana Floriani, Judith Green, & Carol Dixon.
Analyzing Narratives and Representing Others. September, p. 39.
Constant Comparative Method and Grounded Theory. March, p. 321.
Research Tools for Examining Genre. January, p. 221.
Research Tools for Examining Popular Culture in Education. November, p. 115.
- Short, Kathy G.
Read More about Genre. January, p. 194.
Read More about Technological and Media Literacy. November, p. 144.
- Smith, Karen.
Creating Space for Talk and Dialogue—Douglas Barnes. March, p. 331.
Documenting Students' Experiences and Educational Potential. May, p. 383.
Oral Tradition and Literacy Learning. July, p. 485.
Research on Children's Use of Popular Culture. November, p. 123.
Research on Connecting Family and Community Literacy to School Literacy. September, p. 70.
Theory and Research on Multigenre Writing Projects. January, p. 231.
- Yatvin, Joanne, Constance Weaver, & Elaine Garan.
Critiques of the National Reading Panel Report. September, p. 32.